

STATE PLAN
FOR ARTS
AND
HUMANITIES
EDUCATION
GOALS AND
OBJECTIVES

INSTRUCTION

A. CURRICULUM

Articulated Curriculum, Teaching Strategies, Instructional Materials, Instructional Organization, and Adequate Scheduling

Develop and maintain refinement of articulated curriculum with standards and objectives for all age levels; attain teaching strategies to assist teachers as they implement the core curriculum, and provide appropriate instructional materials; establish instructional organizations (team teaching, differentiated staffing, etc.) and schedules that provide sufficient time for effective instruction.

B. QUALIFIED PERSONNEL

1. Informed and Qualified Teachers, Principals, Administrators and School Board

Provide appropriate pre-service courses of study in certification and endorsement programs so teachers will be competent to provide instruction in the arts and humanities. Design and implement long-range professional development programs necessary for comprehensive arts and humanities education to exist and flourish, incorporating appropriate university and district personnel resources, artists, scholars, and other qualified consultants.

2. Arts and /or Humanities Specialists

(teachers and supervisors trained and certified in arts and humanities disciplines) Provide local specialists, who in addition to providing regular instruction, serve as resources to classroom teachers to promote cooperative planning and provision of arts and humanities experiences and instruction in various forms for all schools. Provide supervisors/consultants at the district level who will direct the coordination of arts and humanities instruction for the district. Establish arts and humanities specialists at the Utah State Office of Education for all appropriate disciplines who will initiate and maintain the implementation of quality arts and humanities education across the state.

C. RESOURCES

1. Artists and Scholars

Extend instructional resources with carefully selected artists and/or scholars who serve:

A. As **artists or scholars in residence**, addressing instructional goals and objective determined by the teacher and/or school. Residency activities will typically involve participatory activities mutually planned with teacher and artist/scholar. (1) to provide instruction in thinking skills and creative processes along with other aspects of the core curriculum (2) to bring the arts and humanities to life for a student by providing demonstrations of the discipline and/or art form; (3) to increase the student’s understanding of arts or humanities career options by sharing pertinent information about artistic or scholarly training, perceptions, employment opportunities, etc.; (4) to provide in-service for teachers aimed at increasing the teacher’s experience base, knowledge and instructional skills; and (5) to create community events designed to increase public awareness and support for the arts and humanities.

B. As **consultants** in the development of: (1) comprehensive curriculum; (2) pre- and in-service; and (3) instructional resources, media, materials, etc.

C. As **local and state advocates** for comprehensive arts and humanities education for all students.

2. PARTICIPATING COMMUNITY ORGANIZATIONS

Initiate and/or refine the opportunities for students to participate in events and experiences (concerts, exhibits, lectures, discussion groups, museum visits, etc.) related to curriculum studies incorporating educationally accountable and effective pre- and post- involvement. Support the use of student as well as adult exhibitions, performances, etc.

3. ACCESSIBLE MEDIA/MATERIALS

Make available to schools a wide selection of quality arts and humanities-related instructional media and materials.

4. HIGHER EDUCATION INVOLVEMENT IN SCHOOL PROGRAMMING

Encourage new and existing involvement of arts and humanities faculties in school programming when possible and appropriate.

D. EFFECTIVE EVALUATION

Create and administer student assessment of skills and concepts outlined in the curriculum. Incorporate appropriate competency in the arts and humanities disciplines and implementation of arts and humanities core curriculum in the teacher and administrator evaluation process. Establish regular school and district program evaluation.

E. RESEARCH

Collect data relating to regular assessment of arts and humanities programming (instructional productivity, student outcomes, classes taught, financial support and sources, etc.).

PLANNING AND COORDINATION

A. ARTS AND HUMANITIES PROGRAMMING MANAGEMENT

Develop an intentional program coordination system at the individual school, district, and state level by establishing a school coordinator, a district coordinator, planning teams, USOE specialists for all appropriate disciplines, and a network of the key players in the arts and humanities programming. This system must be supported by school principals, and district and state administrators.

B. DISTRICT AND SCHOOL POLICIES, GOALS, AND OBJECTIVES

Establish district and school policies, goals, and objectives for arts and humanities education.

C. APPROPRIATE RESOURCES, EQUIPMENT, AND FACILITIES

Provide appropriate instructional and financial resources, equipment, and facilities.

ADVOCACY

A. SUPPORT SYSTEM OF GENERAL PUBLIC AND DECISION MAKERS AT LOCAL, STATE, AND FEDERAL LEVELS

Establish public awareness of, commitment to, and participation in local, state, and federal arts and humanities education, securing on-going philosophical, programmatic and financial commitment.

B. COALITION OF KEY PLAYERS

Nurture cooperative involvement and programming of all who share common goals in arts and humanities education (i.e., educators, PTA, state and local school boards, artists, scholars, higher education, legislators, local and/or state arts and humanities education, business and civic leaders, and community organizations and agencies).